



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Ms. Hughes **Lesson #:** 2 **Facet:** Explanation

Grade Level: 9 **Numbers of Days:** 2-3

Topic: Narrative Writing

PART I:

Objectives

Student will understand that a well-organized and driven plot is vital to the effectiveness of a story.

Student will know Sequences and Timelines - How to design and carry out a timeline to develop a plot and events.

Student will be able to decide the events that will make up the plot.

Product: Prezi

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Rationale:

Students will write short stories in which they demonstrate their skills in character development, plot development, and audience awareness.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Checking for understanding during instruction:

a "Time Order" graphic organizer will be used to evaluate the student's understanding of terms related to plot.

Section II – timely feedback for products (self, peer, teacher)

Students will also be given a worksheet to keep notes on related to the development of plot. The teacher will assess the accuracy of the work provided by each student and return for feedback.

Summative (Assessment of Learning):

Prezi (50 pts.) Students will create a Prezi to help organize and display the themes and sequences for their short story. It is important that students order each slide in a way that will make sense to the audience.

This step is important because it overlaps with the focus on audience awareness as well. Each main character should be identified, and should also be given information on the role of each character in connection with the themes and plot. Students will be graded on their effort in accomplishing these steps. They will also be graded on their descriptions of the importance and development of each of the

characters and the sequence of events. The Prezi is another way for students to set up their plot and event sequences for their short story.

Integration

Technology:

Students will use Prezi to create a presentation. This ensures that all projects are saved online and available for them at any computer.

Content Areas:

Graphic Design - Students will be asked to use Prezi to create a digital presentation. They will be able to add images, videos, sounds, and other effects to help enhance the effectiveness of the portrayal of their events and plot sequences.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will be asked to use a "Time Order" organizer to help define the steps each student went through in order to create the final product (Prezi).

Section II – Groups and Roles for Product

Students will be provided with feedback from the teacher after they hand in their graphic organizer. They will also be provided with feedback from their peers during the creating process through conversation and various interaction.

Differentiated Instruction

MI Strategies

Verbal: Students will have to opportunity to use their verbal skills by writing descriptions on the Prezi slides.

Logic: Students will have to order their slides in a way that makes sense depending on their order of events.

Visual: The Prezi will provide visual learners with the opportunity to view the transitions and order of events by moving the Prezi slides.

Musical: Students will be able to link songs chosen in lesson 1 to their Prezi slides.

Intrapersonal: Students will have the opportunity to work alone on this assignment.

Interpersonal: Students will be able to receive feedback from the teacher and surrounding peers on the effectiveness of the formation of their Prezi.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

All absent students will have the opportunity to make up work missed because of an absence. It is the job of the student to find out what he/she missed in class, and what assignments are due when he/she returns to class. Students may communicate with the teacher by email or in person. Students will be given a new due date for assignments as decided by the teacher. Once this conversation has been had, the student will be accountable for turning in the assignment on the new due date.

Extensions

Type II technology:

Prezi

Gifted Students:

Because this is an individual project, gifted students will be able to work at their own pace, and will be able to make the project as elaborate as they would like.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Graphic Organizer

Scrap Paper

Writing Utensils

Projector

Source for Lesson Plan and Research

List all URL and describe.

[Prezi](#)

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Classroom will be arranged into table groups of 4 students. This is to ensure that students do not get distracted by too many peers, but also to ensure that the students are given an opportunity to collaborate with their surrounding group members.

Day 1 - 70 minutes

Students will be given the assignment (5-10 minutes). After the students are given the assignment and questions are answered, students will be set to work on their own projects. The remainder of class will be contributed to students doing individual work on their projects. Throughout the class, the teacher will move around the room to ensure that work is being done, and that all students understand the task.

Day 2 - 70 minutes

Students will continue work on their presentations. They will understand that these presentations are to be completed by the beginning of the next class day.

Day 3 - 70 minutes

Students will present their Prezi assignments in front of the class during the third class period. Students will receive feedback from themselves during their presentation because of their understanding of the plot and event sequences.

Students will understand how plot will give the students the tools to understand real life situations, and will help to create solutions to problems. Students will be able to "write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." Students will have been hooked into this unit from the previous lesson.

Where, Why, What, Hook Tailor: Verbal, Logic, Visual, Intrapersonal

Students will know how to design and carry out a timeline to develop a plot and events sequence.

Students will use prior knowledge of literature in order to develop a unique and original plot and events sequence. Throughout the class, the teacher will move through the room to answer questions and check that students are staying on task. Students will work individually to create their Prezi, but they will also be able to have conversations with their surrounding peers about their work and the process. Students will use a "Definitions are Us" as a graphic organizer to help organize their plot and event sequences. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal

Students will explore their ability to organize a plot and develop strong and effective characters. They will use their prior knowledge to develop these pieces into effective portions of the storyboard and final product. Because this is an individual project, each student will be in charge of completing their own Prezi. Because of the classroom formation, the students will be allowed to have conversations with their table groups about the process they are going through in developing their Prezi. Students will use a "Definitions are Us" to help organize their event and plot sequences. Students will be provided with feedback from the teacher and peers during the process because of the class formation and structure of the lesson.

Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Kinesthetic, Intrapersonal, Interpersonal.

Students will be able to self evaluate their work during the process. Doing this Prezi online will allow students to constantly change and reevaluate their own work. Students will also be provided with timely feedback by their peers during their gallery walk during the their whole process, and during their work at their table groups. The completion of this assignment is dependent on work during the class, as well as work after the class is over. Because students have a specific due date, they will be allowed to work on their Prezi during any of their free time. Completion of this assignment is essential to the completion of the final product of this unit.

Evaluate, Tailors: Intrapersonal, Interpersonal

Content Notes

Students will know.....

Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Handouts

List the items that need to be printed out for the lesson.

Rubric - A rubric will be given to show students what they will be expected to accomplish and get out of the first lesson.

"Definitions are Us" - This is to be used as a graphic organizer during the Prezi creation process.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop,

recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will be given a rubric so that they understand exactly what is expected of them.

Microscope: Students will be able to articulate their own story by using the Prezi to organize and analyze the development of the plot and character development.

Puppy: Students will be in a comfortable and fostering environment based on their classroom organization and table formation. Students will be in a fostered environment because they will be able to interact with their group members, and will be allowed to work on the Prezi at their own pace.

Beach Ball: Because this assignment is an individual assignment, and is asking for their own interpretation in creating a story, students will be able to use their own creativity to develop unique characters and events sequences.

Rationale: Students will demonstrate they have met the standard based on their ability to write a narrative in which they will develop their own characters and their own plot. The students will have to use well-chosen detail in order to effectively write their story and develop the characters and events sequence. Students will be able to create a short story based on a well-designed and structured plot and events sequence.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

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MLR or CCSS:

"Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Facet:

Students will understand that a well-organized and driven plot is vital to the effectiveness of a story

Rationale:

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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Type II Technology:

Prezi

Rationale:

By using the Type II technology, students will demonstrate their abilities in creating and organizing a plot sequence and successful characters. The MI's will ensure that all students are taken into account, and that all intelligences are included.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will work individually and collaboratively to create a Prezi that maps out the event sequence of their short story. The teacher will give help to all students throughout the process of creating the Prezi.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: The technology used is appropriate and will help students to gain a better understanding of what the event sequence should look like. By using Prezi, all work will be saved and can be viewed by all other students to use as examples.